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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 16 titles deal with a variety of topics, including the following: (1) the effects of rating errors on the speech rating process, (2) the efficiency and accuracy of informal assessment procedures in determining instructional reading levels in the elementary school, (3) reading proficiency discriminators derived from definitions of reading based on a national survey of competency tests for grade 11 from 133 large urban school districts, (4) an administrative model for monitoring the teaching of student assessment standards in communication, (5) the relationship between concept of story and a standardized measure of reading comprehension, (6) differences in student comprehension resulting from the use of a probing technique, (7) the effect of different peer performance discrepancy decision rules on the proportion of elementary school students determined eligible for special education assessment in reading or math, (8) the development and validation of a reading attitude assessment instrument for junior high school students, (9) recalculation of four traditional and two cloze-derived readability formulas, (10) a comparison of two models for individual scoring of National Assessment of Educational Progress's 1979-80 reading/literature data for 17-year olds, and (11) an elementary school program for effective acquisition of basic skills. (HTH)

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Testing and Evaluation in Reading and Communication Skills:

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Abstracts of the following dissertations are included in this collection:

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THE DEVELOPMENT OF A PROCEDURE FOR ANALYSING COMMUNICATION OF PRE-SCHOOL CHILDREN

Bohn, Louise Emil
RELIABILITY OF RATERS: THE EFFECTS OF RATING ERRORS ON THE SPEECH RATING PROCESS

Cornelius-Lopez, Paula Lee
THE EFFICIENCY AND ACCURACY OF INFORMAL ASSESMENT PROCEDURES IN DETERMINING INSTRUCTIONAL READING LEVELS IN THE ELEMENTARY SCHOOL

Cuppett, Thomas Henry
AN ANALYSIS OF COMMUNITY COLLEGE READING PROGRAMS SINCE THE PASSAGE OF C.L.A.S.T. LEGISLATION IN FLORIDA

Eggers, Patricia Marie
READING PROFICIENCY DISCRIMINATORS DERIVED FROM DEFINITIONS OF READING BASED ON A NATIONAL SURVEY OF COMPETENCY TESTS FROM ONE HUNDRED THIRTY-THREE LARGE URBAN SCHOOL DISTRICTS, GRADE ELEVEN

Endicott, Sonya Greeson
AN ADMINISTRATIVE MODEL FOR MONITORING THE TEACHING OF STUDENT ASSESSMENT STANDARDS IN COMMUNICATION FOR THIRD-GRADE STUDENTS

Fontaine, Elizabeth Lewis
A STUDY OF THE RELATIONSHIP BETWEEN CONCEPT OF STORY AND A STANDARDIZED MEASURE OF READING COMPREHENSION

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Schultz, Linda Jean
A COMPARISON OF TWO MODELS FOR INDIVIDUAL SCORING OF NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS' 1979-80 READING/LITERATURE DATA FOR SEVENTEEN-YEAR OLDS

Terhark, Linda Louise
EFFECTIVE ACQUISITION OF BASIC SKILLS: AN ELEMENTARY SCHOOLS PROGRAM

THE DEVELOPMENT OF A PROCEDURE FOR ANALYSING COMMUNICATION OF PRE-SCHOOL CHILDREN

ALANT, ERNA, D.PHIL. *University of Pretoria (South Africa)*, 1984. Supervisors: Prof. I. C. Uys, Dr. H. C. Marais

This is an exploratory study aiming to develop a procedure for analysing communication in pre-school children.

Communication skills are investigated in two contexts: representation (listening and observation) and conversation (interaction) situations. Both these situations are analysed as they are regarded as important indicators of communication skills necessary for learning in the school environment.

Thirty-eight Afrikaans speaking children were interviewed. These interviews were recorded on video tape. Analysis of the tapes (verbal and nonverbal) was undertaken by the experimenter and an independent observer. Extensive quantitative and qualitative analyses were conducted on the data and the results were correlated with school readiness test results.

The findings of the study confirmed the necessity of including both the situations in the diagnostic procedure. There were also indications of associations between the school readiness test results and the above procedure. Findings can, however, only be interpreted as tentative on account of the small sample used in the study.

The last section of the dissertation deals with an evaluation of the study and further implications for research.

RELIABILITY OF RATERS: THE EFFECTS OF RATING ERRORS ON THE SPEECH RATING PROCESS

Order No. DA8426591

BOHN, LOUIS EMIL, PH.D. *The University of Utah*, 1984. 115pp. Chairman: B. Aubrey Fisher

Rating scles are widely used to evaluate speeches and other communicative performances because they provide both a standard set of criteria to be applied to all speeches and a systematic way of applying the criteria. The basic purposes of the present investigation were to determine the amount of error variance associated with rating scales, examine sources of error in the rating process, and then establish the unique and combined contribution of the leniency error, the halo error, and the trait error to total error variance.

This investigation utilized data from ratings gathered in the normal functioning of the classroom setting. The primary raw data consisted of students' everyday ratings of their classmates' speeches. Interrater reliability and interrater agreement were computed by utilizing the completed rating scale. Leniency error, halo error, and trait error scores were computed by utilizing the six trait scores comprising the rating scale. These error scores then underwent analysis by multiple regression analysis of variance.

The following conclusions concering the rating process emerged from the statistical analyses. *First*, the raters were both unreliable and a source of considerable error. They obtained a mean reliability coefficient of only .712 and error variance accounted for 48.11% of the total variance. *Second*, the leniency error, and the trait errors accounted for the majority (92.94%) of the total error variance in the present study. Of this 92.94%, the leniency error contributed 48.05% and the halo error 35.08%. The six trait errors contributed the remaining 9.81%. *Third*, within a given class, raters committed similar errors regardless of the speaker or the day. *Fourth*, even though raters rated consistently within specific classes, there was no consistency of errors committed by raters in different classes. *Fifth*, training raters had an effect on the rating process. Untrained raters committed more of all eight types of errors and more leniency errors than trained raters. *Sixth*, teachers and students committed the same types of errors. *Finally*, male professors set up a leniency expectancy in their raters.

THE EFFICIENCY AND ACCURACY OF INFORMAL ASSESSMENT PROCEDURES IN DETERMINING INSTRUCTIONAL READING LEVELS IN THE ELEMENTARY SCHOOL

Order No. DA8428603

CORNELIUS-LOPEZ, PAULA LEE, PH.D. *University of California, Santa Barbara*, 1984. 268pp.

The problem of selecting reading materials at an appropriate level of difficulty is one which confronts all teachers, particularly in the elementary grades. This study investigated informal assessment procedures commonly used to estimate the instructional reading level in the elementary school.

The study had two major purposes: (1) to explore unresolved issues regarding the administration procedure, scoring of repetition errors, and criteria for assigning an instructional level on an informal reading inventory (IRI), and (2) to compare the effectiveness of various procedures for estimating the instructional level of average and learning disabled (LD) students in the elementary grades using an informal reading inventory and a graded word list.

Sixty students, 30 average readers and 30 LD students, in grades two, four, and six were tested on a graded word list (Slosson Oral Reading Test) and on graded passages with comprehension questions (Gilmore Oral Reading Test) administered both orally at sight and orally after silent prereading. IRI scores were computed on the Gilmore both counting and not counting repetitions according to six instructional level criteria.

The scoring of repetitions and the criteria for the instructional level made a significant difference in the scores, but there was no significant difference for administration procedure. IRI scores tended to underestimate the instructional level compared to other estimates, particularly when repetitions were counted as errors. A criterion of 95 percent word recognition accuracy without repetitions counted appeared to be the best predictor of the instructional level from an IRI.

A modified administration and scoring procedure for the Slosson developed by the author appeared to be the most parsimonious method for estimating the instructional level. This test took significantly less time than an IRI, and the instructional level estimated by this method agreed more consistently with other estimates than did any other measure.

None of the informal assessment procedures examined was sufficiently reliable to ensure appropriate placement. Such methods can be helpful in determining initial reading placement levels, but there is a need for ongoing teacher observations to verify their accuracy.

AN ANALYSIS OF COMMUNITY COLLEGE READING PROGRAMS SINCE THE PASSAGE OF C.L.A.S.T. LEGISLATION IN FLORIDA

Order No. DA8427295

CUPPETT, THOMAS HENRY, PH.D. *The Florida State University*, 1984. 255pp. Major Professor: Marion Neil

This study is a descriptive analysis of community college reading programs since the passage of the College Level Academic Skills Test (C.L.A.S.T.), mandated by the Florida legislature in 1979. Also, it is conceptually designed to ascertain the scope and effectiveness of mastery learning in those reading programs. The population was the forty-two campuses of the twenty-eight Florida community colleges.

Four research questions were examined: (1) What are the past and present practices of the reading programs? (2) What is the scope and productivity of mastery learning in the reading programs? (3) What modifications has the implementation of C.L.A.S.T. caused in the reading programs? and (4) What are the probable courses in the future for the reading programs?

Data for the study were collected by means of a 68-item questionnaire mailed in September of 1983 to reading coordinators of

each of the forty-two campuses. The response was 100 percent and indicated that every campus, except one, had a viable reading program.

The data, analyzed by the proof-by-inspection method, led to the following conclusions: (1) there is a great commonality of effort and perception of success with current practices; (2) mastery learning has been fairly successful for the 21 (50%) campuses that use it; (3) at the present time, some changes because of C.L.A.S.T. have been implemented, but it may be too soon for the full effects to be manifested; and (4) most respondents are optimistic about the future of their reading programs.

General recommendations include distribution of remedial/developmental philosophies, a learning assistance center using peer tutors, mandatory placement, credit for remedial courses, a common evaluation system, more than one semester for completion, and greater utilization of Computer Assisted Instruction. Since the results of mastery learning appear inconclusive, it is recommended that further mastery learning studies be conducted Further changes as a reaction to C.L.A.S.T. should be delayed until all the ramifications of C.L.A.S.T. have been fully realized, with further study recommended.

READING PROFICIENCY DISCRIMINATORS DERIVED FROM DEFINITIONS OF READING BASED ON A NATIONAL SURVEY OF COMPETENCY TESTS FROM ONE HUNDRED THIRTY-THREE LARGE URBAN SCHOOL DISTRICTS, GRADE ELEVEN

Order No. DA8424807

EGGERS, PATRICIA MARIE, ED.D. *University of San Francisco*, 1983. 409pp. Chairperson: Dr. S. Alan Cohen

This is one of four collaborative multi-phased studies which investigated the nations' status of competency-based reading instruction at four grade levels: kindergarten (DeGrace, 1983), grade three (Smith, 1983), grade six (Baker, 1983), and grade eleven (Eggers, 1983). This particular study focused on grade eleven competencies in reading comprehension.

Each of the four studies was divided into three substudies. The results of the first substudy, a survey of the status of competency-based reading comprehension instruction in the one hundred thirty-three largest school districts in the nation, indicated how the competencies were mandated, derived, used, and evaluated by each of these districts. In the second substudy the competencies and competency test items were evaluated by panels of internationally recognized reading experts. The third substudy was an in depth analysis of actual competency test items submitted by the surveyed school districts. To accomplish this analysis an instrument was developed and administered to students at each selected grade level. Three types of comprehension test items selected from the school districts' submissions and identified by the reading experts as being (1) most relevant, (2) least relevant, and (3) items on which there was no agreement by the experts, were included.

The findings of this study identified individual comprehension items as well as clusters of items that discriminated proficient from less proficient readers. Agreement across experts' evaluations of reading comprehension test items and the validation of those items through student testing resulted in item clusters and item discriminability and yielded a core of reading comprehension items. These items could form the basis of a national data bank of reading comprehension test items and therefore "true" reading comprehension instructional objectives. In other words these items indicate what a cross section of reading experts, students, and school districts used as an operational definition of reading comprehension in American public schools.

AN ADMINISTRATIVE MODEL FOR MONITORING THE TEACHING OF STUDENT ASSESSMENT STANDARDS IN COMMUNICATION FOR THIRD-GRADE STUDENTS

Order No. DA8421011

ENDICOTT, SONYA GREESON, ED.D. *The University of Florida*, 1984. 132pp. Chairman: James A. Hale

The purpose of this study was to select and adapt a model for determining the extent to which the curriculum offered in grades 1, 2, and 3 in the Hillsborough County school district is related to the Florida State Student Assessment Test (FSSAT) of minimum communication standards. Provus's Discrepancy Evaluation Model (DEM) analyzes the relationship between program design and program operation in the field. Modifications are made in the design or operation of the program in order to reduce discrepancies. The DEM was chosen for adaptation to meet the purpose of this study.

The DEM was adapted and applied to an elementary school's language arts program in grades 1, 2, and 3. The language arts textbook series were analyzed to determine at what reading and language development level and at what grade each communication skill/standard mandated by the State of Florida was taught. Several standards were identified which were not addressed by the textbook series in use.

A survey of Hillsborough County elementary school principals revealed the five supplementary materials most frequently used by their teachers to teach the Florida State communication standards mandated by the State of Florida. The supplementary materials were reviewed *vis-à-vis* the Florida State standards and other design criteria of the model. The textbooks, supplementary materials, and additional teaching activities were then compiled, printed, and placed in a notebook for teachers.

Teachers in the school were trained to use the notebook contents and the several reports sent to the school district regarding results of the FSSAT. A daily lesson plan format, Checklist Data Form, and Class Record Form were designed to ensure that teachers included the tested skills in the curricula.

Several observations of teachers and surveys of teacher and administrator opinion concluded that the adaptation of the model provided an appropriate systematic procedure for monitoring the teaching of skills related to the FSSAT. Through the use of this adapted model the school administrator had documented proof concerning both the teaching and student achievement of communication skills tested by the FSSAT.

A STUDY OF THE RELATIONSHIP BETWEEN CONCEPT OF STORY AND A STANDARDIZED MEASURE OF READING COMPREHENSION

Order No. DA8503499

FONTAINE, ELIZABETH LEWIS, ED.D. *University of Virginia*, 1984. 74pp. Major Adviser: Dr. Edmund H. Henderson

The relationship between children's concept of story and a standardized measure of reading comprehension was examined in this study. Third and fifth grader's concept of story was assessed according to the number of story elements from three story grammar models, Glenn and Stein, Rumelhart, and Mandlar and Johnson, included in their written productions of stories. Reading comprehension was assessed using the SRA Standardized Achievement Test.

A positive relationship was found between children's concept of story and the standardized measure of reading comprehension. Statistical analyses revealed two story grammars and several story elements related significantly with reading comprehension for third and fifth graders. Informal analysis of the story passages revealed five out of six third grade passages and four out of eight fifth grade passages conformed to story grammar. Questions on the test were traditional in that they asked students to infer, recall fact, sequence, and make predictions.

The main conclusions that can be drawn from such findings are story grammar has a place in the classroom and that teaching story grammar elements that related significantly with reading comprehension may improve reading comprehension scores on the SRA.

DIFFERENCES IN STUDENT ACHIEVEMENT IN COMPREHENSION AS A RESULT OF THE USE OF A PROBING TECHNIQUE

Order No. DA8429694

JONES, ANITA, ED.D. *Drake University*, 1984. 60pp. Adviser: Dr. Charles D. Rowley

The problem. The problem was to determine whether a specially designed probing technique had an influence on student achievement scores on the Iowa Test of Basic Skills.

Procedures. Data were gathered on the types of questions teachers asked students. From these data teachers were selected to participate in an inservice on probing techniques and the use of these techniques in their teaching strategies. The purpose of this data was to ascertain whether there was significant mean growth in student achievement scores on the Iowa Test of Basic Skills with students who received instruction from teachers utilizing the probing technique. The data gathered from this comparison was used to test the hypothesis. Additional analyses were completed by using t tests to test for differences between means and a two-way Analysis of Variance. The analyses were to determine if the means of the control and treatment groups were significantly different.

Findings. There were significant differences between the mean scores in the control and treatment groups. Teachers who participated in the probing technique posed higher level questions to students than those teachers in the treatment group. Descriptive statistics further indicated that the mean post-test score was higher for the students who received instruction from the teachers in the treatment group. t Tests indicated that students' post-test scores in the treatment group were significantly higher. Finally, two-way Analysis of Variance revealed that there were no significant interactions between the variables.

Conclusions. It was concluded that the probing technique had a significant impact on student achievement scores from pre- to post-test in the treatment group.

Recommendations. It was recommended that: (1) additional investigation be conducted using a larger and random sample, (2) further investigation be made of probing techniques as a viable instructional tool in improving comprehension.

AN ANALYSIS OF THE EFFECT OF DIFFERENT PEER PERFORMANCE DISCREPANCY DECISION RULES ON THE PROPORTION OF ELEMENTARY STUDENTS DETERMINED ELIGIBLE FOR SPECIAL EDUCATION ASSESSMENT IN READING OR MATH

Order No. DA8501875

MAGNUSSON, DEANNE LOUISE, PH.D. *University of Minnesota*, 1984. 180pp. Adviser: Richard Weatherman

The purpose of this study was to examine the effect of implementing two different criteria on the proportion of elementary students by grade, sex, and ethnic group identified as eligible for special education assessment in reading or math.

The peer performance discrepancy decision rules used as criteria in the study were: (1) *the 2x discrepant from peers decision rule using school and district peer comparison group norms*, and (2) *the 3x discrepant from peers decision rule using school and district peer comparison group norms*.

Subjects in the study were 455 Minneapolis Public Schools regular education students in Grades 3-6 referred to special education teachers for assessment.

Curriculum-Based Measures for data-based special education program decisions (Deno & Mirkin, 1977; Mirkin et al., 1981) were implemented to establish peer comparison group norms, and screen referred students.

Implementation of the Curriculum-Based screening procedures, and the two decision rules reduced the number of evaluations for special education services by 60-90%, depending on decision rule and academic area.

Irrespective of the decision rule implemented, twice as many students were identified for assessment in reading compared to math. For both academic subjects, the 3x peer discrepancy decision rule resulted in 50% fewer students identified for assessment.

In general, regardless of decision rule or academic area, 60% of the males, compared to 40% of the females were determined eligible for assessment in reading. Nearly three times as many males were identified for assessment in math using the 3x peer discrepancy decision rule. The proportion of students identified by ethnic category varied, depending upon decision rule and subject area.

For both peer discrepancy decision rules, Chi-Square and Phi-coefficient analyses demonstrated strong agreement between school and district peer comparison group norms to identify the same students for special education assessment in reading and math. Results of these analyses for sex and ethnic category were similar.

A LONGITUDINAL STUDY OF READING PERFORMANCE PREDICTORS IN A SELECT AT-RISK POPULATION

Order No. DA8426629

MATHENEY, JACK EVANS, ED.D. *Illinois State University*, 1984. 146pp.

The problem of this study was one of identifying student variables or clusters of variables that have power with regard to the prediction of reading performance through time. Twenty-six independent predictor variables were utilized. For statistical tests, the 0.05 level was used for determining significance. The dependent variables were reading achievement at the primary, intermediate and upper grade levels. In addition, total average reading performance was utilized as the criterion in some calculations.

The study involved 219 male and 102 female subjects who, at the time of the collection of independent predictor variables, were three to eight years of age. There were 209 white subjects and 112 black subjects. All 321 subjects were considered at-risk for educational failure at the time when they entered a special Title III Elementary and Secondary Education Act Project which provided transdisciplinary diagnostic assessments. The project was in operation for the 1971-74 school years and each subject was enrolled for a one semester period.

Utilizing Pearson product-moment correlations, cross-tabulations with chi-square significance tests and stepwise regression analyses, the six (6) hypotheses were rejected. Eight (8) significant predictors of unsuccessful reading performance were indentified; four (4) clustered in the language area and three (3) were visual perceptual in nature. Of the six (6) significant predictors of successful reading performance, three (3) clustered in the language area and three (3) were visual perceptual tasks.

Twelve (12) of the predictor variables changed in significance through time. While some variables were not found to be significant correlates of total reading performance, they reached significance at one or more of the levels. Conversely, some of the variables were significantly correlated with total reading but failed to reach significance at one or more of the levels.

Controlling for sex, the correlates of reading performance were examined for total reading and at each of the levels. Explained variance for males generally exceeded that for females. For total reading, 48.6% for males and 29.5% for females was explained. At the primary level, explained variance reached 20% for males and 27% for females. Explained variance for the intermediate and upper levels, for males, was 54.9% and 45%, respectively. For females at the intermediate and upper levels, values of 30% and 37%, respectively, were obtained.

CLOZE PROCEDURE: A SCHEMA-THEORETIC PERSPECTIVE

Order No. DA8500763

MEYER, MARGARET DIETZ, PH.D. *Syracuse University*, 1984. 174pp.

The purposes of this study were: (1) to develop a set of psychologically valid norms, based on undergraduates' responses to domain-specific cloze items from the fields of English, Politics, and Psychology; (2) to adopt an operational scoring procedure reflective of the assumptions of schema theory, for analyzing subjects' error responses.

Content validity of materials prepared for use in Experiments 1 and 2 was determined by the investigator, through use of standard reference books and texts in each of the fields studied.

Subjects (Judges) in Experiment 1 were honor students majoring in each of the fields of study investigated, and subjects (Jurors) in Experiment 2 were majors from among the three fields.

Each of the 45 Judges who participated in Experiment 1 rated 100 sentence items on a 1-5 Likert scale, in terms of those items' importance to study in their major.

From Judges' ratings in Experiment 1, the 30 most highly-rated items from each domain were identified. These were randomly ordered in a second, single, mixed-domain packet of cloze items used in Experiment 2. In Experiment 2, answers anticipated by the examiner were replaced with blanks.

The responses of the 90 subjects who participated in Experiment 2 were compiled in three sets of domain-specific completion norms, based on undergraduates' responses to cloze sentence stimuli from which the last word had been deleted. Error responses were analyzed by three expert faculty raters.

Results of the associationistic analysis showed significant main effects for Item Type; the interaction between Major Type and Item Type was also significant.

Analysis of subjects' domain-specific accurate error responses showed a significant main effect for Item Type. Results of the combined associationistic and schema-theoretic analyses showed significant main effects for both Item Type and the interaction between Major Type and Item Type.

Subjects' combined correct responses (37%) and domain-specific accurate error responses (37%) accounted for 74% of all cloze responses.

Results are discussed in terms of Johnston's (1984) study, which describes the need for future research to determine the role prior knowledge plays in reading comprehension.

THE DEVELOPMENT AND VALIDATION OF A READING ATTITUDE ASSESSMENT INSTRUMENT FOR JUNIOR HIGH SCHOOL STUDENTS

Order No. DA8504623

MITCHELL, RAYE MULLICAN, ED.D. *University of Georgia*, 1984. 140pp. Director: Ira E. Aaron

The purpose of the study was to develop a reliable and valid reading attitude assessment instrument for junior high school students which would measure attitudes toward reading and provide diagnostic information concerning specific dimensions of reading activities within the school setting: (1) reading skill development activities, (2) content area reading, (3) use of the library, (4) free reading in the classroom, and (5) computer-related reading activities. A Likert-type scale was determined to be the most suitable instrument for the study.

Subjects from different American junior high schools within the Arabian American Oil Company (ARAMCO) school system in Saudi Arabia were used in each stage of the development of the reading attitude scale. Preliminary research consisted of an exploration of students' views about the relationship between reading and using the computer, the identification of five dimensions of reading activities within the school setting, and the collection of a large pool of students' statements which were indicative of both positive and negative attitudes toward different kinds of reading activities. A preliminary reading attitude scale was constructed and administered to seventh, eighth, and ninth graders who were highly representative of the students used in the final research. Item analysis of the data determined the reliability of the preliminary instrument and guided the retention of items for the revised instrument.

The final research involved two administrations of the revised attitude scale, the administration of the *Estes Attitude Scale*, and teacher identification of students with opposing attitudes toward reading. Internal consistency and stability measures provided evidence of the instrument's reliability. Validity was determined through item analysis, correlation with the *Estes Attitude Scale*, and the comparison of mean scores of the two groups of students identified by their teachers. The revised reading attitude assessment instrument, when judged against the established criteria, was considered an appropriate diagnostic instrument to use with junior high school students.

RECALCULATION OF FOUR TRADITIONAL AND TWO CLOZE-DERIVED READABILITY FORMULAS

Order No. DA8422706

OLOWU, TERRY ADEKUNLE, PH.D. *The University of Wisconsin - Madison*, 1984. 111pp. Supervisor: Professor Richard D. Powers

Language usage and reading abilities of pupils change with time. But some of the popular readability formulas used today, were derived from criterion passages dated years or decades ago. If these formulas must reflect these changes, then they should be recalculated using more current criterion passages.

This was done for four traditional readability formulas (Dale-Chall, Flesch, Farr-Jenkins-Paterson, and Gunning). Grade level criteria were used to recalculate coefficients for two cloze-based formulas (Coleman and Coleman-Liau). The criterion passages were those in the 1979 edition of the McCall-Crabbs Standard Test Lessons in Reading, of which earlier editions had been used in deriving the traditional formulas.

The research also studied effects of different criterion levels (50%, 75%, and 90% correct) on formula precision and predictive power. Additionally, regression equations were computed using squared values of vocabulary density indicators in addition to average sentence length and the unsquared value of vocabulary density. This was an attempt to access the need for curvilinear formulas.

R^2 values increased over previous recalculation for the Dale-Chall (.8312), Flesch (.4790) and Gunning (.5085) formulas.

Quadratic regression equations substantially increased R^2 values for the Gunning (to .5668), Farr-Jenkins-Paterson (to .4877) and the grade level versions of the Coleman (to .4726) and Coleman-Liau (to .4801) formulas.

The recalculations yielded the following equations for the selected formulas for predicting average grade level of students who can successfully answer 75% of the test questions correctly: Dale-Chall: 2.8273 + (.1657)% Non-Dale 3000 words + (.1707) average length. Flesch: −.17609 + (.0368)% syllables + (.2422) average sentence length. Farr-Jenkins-Paterson: 6.1292 - (.0393)% monosyllables + (.2394) average sentence length. Gunning: 2.4355 + (.1535)% polysyllables + (.2251) average sentence length. Coleman: 11.3105 - (.0404)% monosyllables - (.2216) number of sentences per 100 words. Coleman-Liau: 3.3681 + (1.2910) average letters per word - (.2992) number of sentences per 100 words.

MEASURING ADOLESCENTS' INTERPERSONAL COMMUNICATION SKILLS: STRUCTURAL AND PRACTICAL DIMENSIONS

Order No. DA8424340

PYRYT, MICHAEL C., PH.D. *University of Kansas*, 1984. 217pp.

The purpose of this study was to explore the structural and the practical dimensions of adolescents' interpersonal communication skills. Using Friedman's (1978) list of interpersonal communication skills as the basis for item generation, an instrument was developed to assess respondents' use of interpersonal communication skills with five target persons (Mother, Father, Teachers at Your School, Boys Your Age, Girls Your Age). This instrument, called the Communication Skills Inventory, was administered to two samples of high school students numbering 139 and 137 respectively. Subjects in the first sample also rated their relationship with the five target persons and rated their classmates' interpersonal communication skills. Respondents' parents and teachers rated the respondents' use of interpersonal communication skills. A factor analysis was performed of each of the scales of the Communication Skills Inventory. Results indicated that a one factor solution parsimoniously explained the factor structure for each scale. A factor congruence analysis indicated that the factor structure was similar from scale to scale. An internal consistency analysis supported the unidimensionality of each scale. A correlational analysis indicated that scores on the Communication Skills Inventory were related to subjects' ratings of their relationships with the target persons. The factor analytic, factor congruence, and internal consistency results were replicated using a second sample. A multivariate analysis of covariance was performed in the second study with sex and ability as independent variables, scores on the Communication Skills Inventory as dependent variables and parental education as the covariate. Results indicated that family background was most correlated with respondents' use of communication skills with their mothers, fathers, and boys their age. Female subjects expressed greater use of communication skills than male subjects when interacting with girls their age.

A COMPARISON OF TWO MODELS FOR INDIVIDUAL SCORING OF NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS' 1979-80 READING/LITERATURE DATA FOR SEVENTEEN-YEAR-OLDS

Order No. DA8421891

SCHULTZ, LINDA JEAN, PH.D. *Virginia Polytechnic Institute and State University*, 1984. 216pp.

The National Assessment of Educational Progress (NAEP) yearly surveys approximately 70,000 students relative to their achievement in selected areas. The assessment methodology used has provided national estimates of progress on specific items but has failed to provide achievement scores for individual students. Therefore, this study proposed the exploration of two data adjustment techniques for the combining of test booklets used in the NAEP model for the years 1969 through 1983. Two models were selected for the investigation of methods to obtain individual examinee scores and to combine booklets. The first model estimated individual scores using an approach based upon the negative hypergeometric distribution. The second model, built upon a conceptual framework for test equating, employed differential weighting based upon item difficulty to generate individual scores across booklets.

Neither of the data adjustment techniques appeared to produce an advantage over the standard NAEP scoring procedure for the two criteria used to compare models. Although the negative hypergeometric method was more accurate for the estimation of site means than the differential weighting technique, both produced significantly different site means than were observed for NAEP. Neither adjustment improved NAEP correlations with selected student characteristics. Neither adjustment method worked well with booklets which contained only a small number of content items. It was concluded that neither adjustment displayed much merit and the recommendation was made to use only NAEP test booklets which are composed of a large number of content items for subsequent secondary analyses.

EFFECTIVE ACQUISITION OF BASIC SKILLS: AN ELEMENTARY SCHOOLS PROGRAM

Order No. DA8425213

TERHARK, LINDA LOUISE, ED.D. *Portland State University*, 1984. 184pp. Chairman: John D. Lind

The purpose of this study was to investigate and to determine the effectiveness of the Basic Skills Program. This was a program developed at Clackamas Elementary School that implemented many of the effective school characteristics along with analyzing low-achievement areas in the California Achievement Test and organizing an instructional program that would teach to those low areas.

This study compared achievement test results from the Spring of

1982 for grades four, five, and six (approximately 140 students) with achievement test results from the Spring of 1983.

The treatment to improve low areas as determined by the California Achievement Test results of Spring, 1982, consisted of teachers administering extra work sheets that covered the deficient skills, a homework program, six week grade level meetings and strand tests that evaluated students progress.

Many effective school characteristics were incorporated into the program such as the principal developing: high expectations for student achievement, a homework policy, discipline policy, a positive school climate through student and staff activities, and grade level meetings where the administrator was involved with instruction.

The factorial multivariate analysis of variance on the Normal Curve Equivalents and the factorial analysis of variance performed on each dependent variable results indicated that the Basic Skills program had no or negative effect on the students achievement. Students tended to show greater growth in the control year than in the treatment year. The reasons for this treatment failure can be better understood by analyzing the teacher survey given to the teachers at the end of the treatment year. The survey results indicated that the teachers did not like the materials used in the program. They were not committed to the program nor did they value the need for such a program.

Change literature indicates that in order for change to be effective the program must provide for (1) time for participants to grow to value the program, (2) consensus decision making, (3) time for reevaluation of the program, (4) inservice training that extends into the classroom so that teachers have support during the change, and (5) rewards and payoffs for the participants. Change is possible with these considerations but if elements are left out, as was the case in the Clackamas Elementary Basic Skills Program, the change will not occur.

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